

## Lesson 2: Review of bike and skills

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### Bikes are for everyone!

Anyone can ride a bike. However, some students may require additional assistance in the form of modified equipment and differentiated teaching. Suggestions for activity differentiation are provided throughout the lesson plans. Some students may also benefit from learning support aids such as social stories and other resources. If you would like further information on options for equipment modifications, adaptive bicycles and assistive technology, and learning support aids to assist with the delivery of Bike Ed, please email [bikeed@transport.vic.gov.au](mailto:bikeed@transport.vic.gov.au).



#### SUGGESTED STAGE

While this Unit is designed for Years 3 and 4 (age range 8-11 years), you may choose to use these lessons for a different age range, depending on the development, maturity and existing bike riding experience level of your students.



#### SUGGESTED DURATION

This is the second of ten lessons for Unit 2 – Getting ready to ride on paths.  
Suggested lesson duration: 45 minutes.



#### LEARNING INTENTIONS

- For students to begin riding from a stationary start and maintain balance whilst riding.



#### SUCCESS CRITERIA

- Ride from a stationary start using the 'power pedal' position.
- Maintain control in a straight line over a 10-metre distance.



#### EQUIPMENT

Bikes, helmets, cones, ground markers.



## LESSON PLAN

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#### CURRICULUM LINKS

The Bike Ed program is designed to support all students by emphasizing the importance of safety and promoting independent travel skills. The Bike Ed program caters for all students and recognizes the need to teach safety and independent travel for all. Acknowledging the diverse needs of learners, we are committed to providing tailored assessment materials for students working at levels below the Foundation stage (A-D curriculum). For more information please email [bikeed@transport.vic.gov.au](mailto:bikeed@transport.vic.gov.au).

#### CONTENT DESCRIPTORS

##### (Geography)

**VC2HG4S02** locate, collect and record information and data from a range of sources, including from fieldwork, maps, photographs and graphs.

##### (HPE)

**VC2HP4M01** practise and refine fundamental movement skills in different movement situations, including indoor, outdoor and aquatic settings.

**VC2HP4M02** practise and apply basic movement strategies to achieve movement outcomes.

**VC2HP4M03** demonstrate how movement concepts related to effort, space, time, objects and people can be applied when performing movement skills.

**VC2HP4M06** participate in physical activities in outdoor environments and aquatic settings to examine contextual factors that can influence their own and others' safe participation.

**VC2HP4M10** perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities.

#### ACHIEVEMENT STANDARD (EXTRACT)

##### (Geography)

By the end of Level 4, students:

- develop questions and locate, collect and record information and data from a range of sources in a range of formats. They represent and analyse the information collected and draw conclusions

##### (HPE)

By the end of Level 4, students:

- apply personal and social skills and strategies to interact respectfully with others.
- refine and apply fundamental movement skills and demonstrate movement concepts across a range of situations. They apply movement strategies to enhance movement outcomes. They perform movement sequences using fundamental movement skills. They examine contextual factors that influence safe participation in physical activity and propose strategies to incorporate regular physical activity into their own and others' lives.



#### LEVEL 3 – 4 RUBRIC: BIKE ED

By the end of Level 2	Progressing towards Level 4	By the end of Level 4
Students can describe how to safely fit a helmet and do a safety check to assist others.	Students can identify safety issues with their bikes, clothing or equipment.	Students can identify safety issues with theirs and others' bikes, clothing or equipment.
Students can use both brakes to safety and smoothly stop the bike in a group situation.	Students use hand signals safely most times whilst maintaining control of the bike. Students can safely negotiate a T intersection (leaving safe distance and using safe speed). Students can follow basic traffic rules of riding on the left side of the road.	Students can perform a head scan Students use hand signals safely at all times whilst maintaining control of the bike. Students can follow basic traffic rules of riding on the left side of the road, giving way to the right and obeying road signs.

*Continued overleaf.*



## LEVEL 3 – 4 RUBRIC: BIKE ED (Continued)

By the end of Level 2	Progressing towards Level 4	By the end of Level 4
Students can use power position to start. Students can perform controlled turns on their bike at various speeds.	Students can use gears and control their riding (speed and distance) according to conditions. Students can identify hazards in a simulated school setting.	Students can safely negotiate a T and cross intersection (leaving safe distance and using safe speed). Students can identify and mitigate hazards in a simulated school setting. Students can plan a safe travel route with assistance (including identifying hazards). Students can follow instructions and work as a group in the outside school grounds ride.

## Tuning in activity. Keys to riding safely.

Approx. 3 minutes

### Activities & Differentiation

In groups of 2 or 3, students brainstorm different ways to stay safe when riding a bike:

- What safety checks do we need to do before we get on our bike?
- What are some of the things we can do to stay safe while riding?

Each group shares a response with the class.

### Teaching Points

Key elements include:

- Wearing a helmet that fits correctly
- Suitable clothing and footwear
- Doing the ABCDE bike check
- Riding at a safe speed
- Keeping safe distances from other riders
- Communicating intentions
- Listening to instructions
- Staying alert and aware
- Having a safe attitude

### Key Questions

Why do we need to stay safe?

## Safety Checks. Helmet, clothing & attitude check.

Approx. 5 minutes

### Resource Requirements

Bicycles (at least one per two students) and helmets (one per student).

### Safety

- If using a class set of helmets, ensure that the helmets have been cleaned for hygiene.
- Ensure bike seats are at the appropriate height for the student.



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#### Activities & Differentiation

Reminder from the teacher how to correctly put on helmet and check that they are wearing correct clothes.

- Two finger check (above eyebrow, under chin strap and forming a 'V' at the ear) and tighten the dial.
- Clothing is brightly coloured, for good visibility.
- Long pants are close fitting at the base, so stop it catching in the chain.
- Shoes are sturdy, close toed and non-slip, for stopping and protection.
- Students will put on their own helmets.

*\* For suggestions regarding safety considerations and how to adapt the helmet and clothing safety check to accommodate students with specific religious or cultural clothing, please email [bikeed@transport.vic.gov.au](mailto:bikeed@transport.vic.gov.au).*

#### Attitude check

Try your best, have fun, respect others.

#### Teaching Points

We must always wear a helmet when on a bike because it protects our head and our very important brain. It is important for the helmet to fit correctly, otherwise it won't work.

Make sure that the helmet fits snugly on the head. If it's the wrong size (too big where it shifts loosely on the head, or too small where it doesn't sit fully on the head) then it will expose the head in a fall and won't offer adequate protection. Use the dial or rear strap to tighten it appropriately.

If we aren't dressed properly then we can't be seen easily, so someone might run into us.

#### Key Questions

- Why do we wear a helmet?
- What are the best ways to make sure that cars and other riders can see you?

### Optional. Quicksand game.

Approx. 5 minutes

#### Resource Requirements

Bicycles (at least one per two students) and helmets (one per student).

#### Activities & Differentiation

- In an open area, all students on bikes are to walk, with the bike within the area.
- When the teacher blows the whistle (or yells 'Quicksand') students are to apply the brakes to stop the bike, just like the bike has been caught in quicksand.
- You may wish to yell 'Quicksand, 3, 2, 1' to give students the idea to slowly apply the brakes by the end of the count. This encourages the slow application of brakes, rather than a short violent grip.

#### Safety

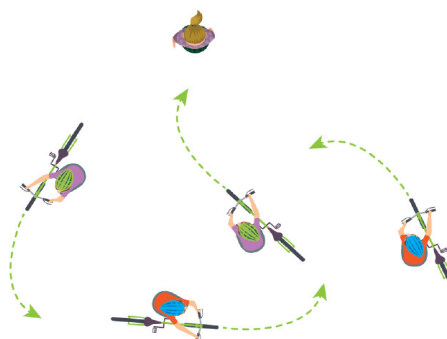
Ensure that students do not go too quickly and maintain space to other bike riders.

#### Teaching Points

The focus of the game should be to apply the brake in a controlled manner. Ensure that the brakes are applied smoothly, rather than in a jerky, sudden movement.

#### Key Questions

What happens if we grab the bike brake too quickly?



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#### Activity 1. Gliding and braking revision.

Approx. 10 minutes

##### Resource Requirements

Bicycles, helmets and cones.

##### Activities & Differentiation

###### Pushing off from the ground

- Students are to straddle the bike, sitting on the seat, just as they did during the bike balancing activity and line up on one line, as per the diagram.
- When instructed, students will run their bikes from one line to the other, 10 metres away, braking and helping to develop the feel of balance.
- Once they reach the other line, they are to apply the brakes in a controlled way until they come to a complete stop.

Continue until students feel comfortable.

###### Gliding on one pedal

Once students feel comfortable, have the students keep one foot on the pedal (at the bottom of the pedal rotation) and push off with the other foot.

As with the previous activity, the students will glide from one line to the other before applying the brake in a controlled way to stop.

- Students struggling to start gliding with one foot on a pedal may choose to push off and roll first, and then put one foot up onto a pedal once the bike is moving.
- Less experienced and nervous students may require more time progressing from keeping both feet on the ground, to raising one foot on to the pedal.
- More experienced and confident students may try to glide with their opposite foot on the pedal, or with both feet on pedals after several pushes.

Continue with this until students are comfortable moving with at least one foot off the ground.

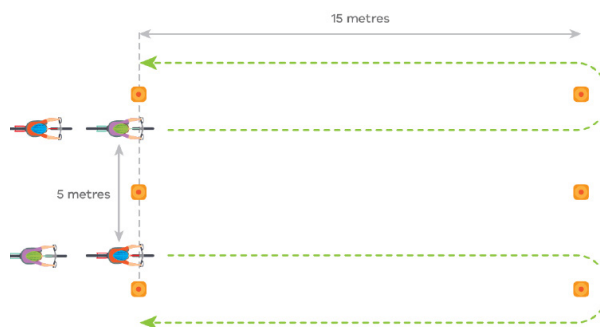
##### Inclusion

Students needing more assistance with balance or coordination may require equipment modifications, adaptive bicycles or other assistive technology. For more information and resources, please email [bikeed@transport.vic.gov.au](mailto:bikeed@transport.vic.gov.au).

##### Safety

- Riders should maintain distance from each other.

##### Activity Setup



##### Teaching Points

This is to have students become accustomed to moving whilst in the riding position.

It is easier to balance when the bike is moving faster. Encourage them to move more quickly but don't push if they are uncomfortable. Confidence will come as they become more comfortable.

##### Key Questions

When is it easiest to balance?

- When the bike moves faster!

##### Modifications

If students are struggling, they may walk their bike to the end whilst straddling it.

You can also try removing the pedals to convert the bike to a "balance bike" so that they may push along without striking the pedals with their ankles. This will help them develop their balance. They may also benefit from lowering the seat for this activity until they develop more confidence with balance.

##### Progressions

If students are comfortable, have them attempt to reach the end using the minimum number of pushes they can.



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#### Activity 2. Starting on the bike.

Approx. 15 minutes

##### Resource Requirements

Bicycles, helmets (one per student) and cones.

##### Safety

- Ensure that other students are clear of the bikes as they are being pushed around.

##### Activities & Differentiation

Show students (and have them imitate) the 'Power Pedal' position, where the pedal on the dominant side is at 45 degrees (i.e., in line with the down tube).

- To begin going forward, you need to put all your weight on the 'Power Pedal'.
- Just before you push off, you also need to look ahead to where you want to go. This is very important to gain momentum, maintain a straight line, and developing this crucial skill early in a rider's journey.
- Demonstrate the starting of the bike using the power pedal.

##### One pedal glide

Two lines are set up approximately 5 metres apart (using cones or existing surface lines).

- Students start together lined up on one these lines. If there is not enough space, break this into multiple groups one after another.
- Students try to reach the other line using only one power pedal and then a glide.
  - If the rider can't reach, they may then use their other foot to push them (as per the push race).
  - If riders are confident, have them glide as far as they can using only the power pedal.
- Once they reach the other line, they are to brake the bike in a controlled way.

Repeat this until students are comfortable using the power pedal.

- Students can also be encouraged to push away with their non-dominant foot against the ground as well, as if starting a scooter or skateboard.

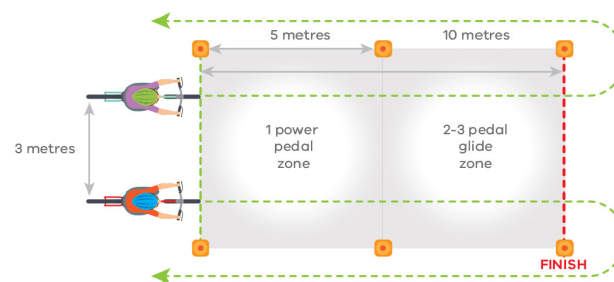
##### Two and three pedal glide

Extend the cones back to 10 metres.

As per the one pedal glide, students will now use the power pedal and then add a second (and third) pedal to get to the cones.

- If a rider is struggling to do a second and third pedal, go back to the one pedal glide until they build up more confidence before adding a second pedal.
- If students are struggling to maintain balance while trying to pedal (as weight shifts side to side while

##### Activity Setup



##### Teaching Points

Starting the bike is much like the gliding activity in the last activity. The difference being that, instead of pushing off the ground, you push using the pedal.

Use the 'power pedal' position, where the pedal is at 45 degrees forwards of the 12 o'clock position (approximately 1-2 o'clock for a right footed rider). The rider will start with their non-dominant foot on the ground and their dominant foot on the 'power pedal' and start by placing all their weight on the 'power pedal'.

To move the pedal into "power position" place the toes of the dominant foot under the pedal and lift it up to the correct position. Note that students with foot-brakes will not be able to turn the pedals backwards and therefore won't be able to reset the pedal to power position.

Ensure students are NOT swapping from side to side to use both feet to turn the pedal into position, it should all be done with the same dominant foot.

For students who are unsure of their dominant foot, have them stand with feet together and lean forward (as if falling), until they need to put a foot out to catch themselves. The foot they put out is their non-dominant foot; the other foot goes on the pedal to start.

The easiest way to do a 2nd and 3rd pedal is to get a higher speed from the first pedal. This will hold the bike upright for longer. Encourage a really strong power pedal, as it will help make the riding easier.





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moving the feet), have them do a half pedal only and then glide with feet level – one forward and one back (3 and 9 o'clock). This pedal position helps stabilize the bike while the body learns to respond to the weight-shift of pedaling, and later forms the basis of the "ready position".

- If students are getting confident, challenge them to go as far as they can with two or three pedals. Once they reach the other line, they are to brake the bike in a controlled way and return to the start around the outside.
- Repeat this until students are comfortable doing multiple pedals consecutively.

#### Modifications

Any riders who are feeling very uncomfortable may wish to continue practicing gliding and pushing, whilst straddling the bike.

#### Progressions

Cones or markers can be added to weave around for very confident riders, if required. (as per the "Hit the Spot" activity in the previous lesson).

- Encourage students to keep looking ahead and NOT look down at their feet, as this assists with balance and keep moving forward in a straight line.

#### Key Questions

Why is it important to have a really strong power pedal?

- Because the bike wants to stay upright when it is moving, so the faster you make it move then more it wants to stay up.

### Activity 3. Straight line riding in lanes.

Approx. 10 minutes

#### Resource Requirements

Bicycles (at least one per two students), helmets (one per student) and cones.

#### Safety

- Ensure that other students are clear of the bikes as they are being ridden around.
- Provide ample space between groups.

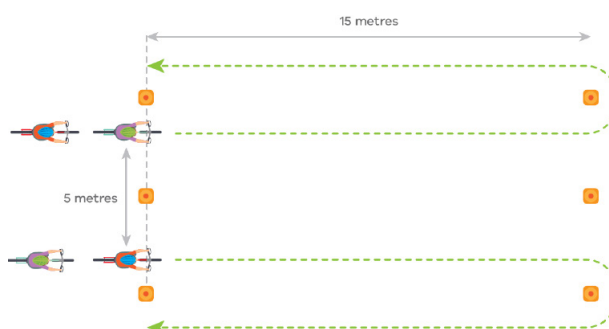
#### Activities & Differentiation

Set up the riding lanes as per the diagram. Students line up at the start of a lane. There should be a safe amount of space between each group (approximately 5 metres). One student rides from one end to the other before braking safely and returning to the start line around the outside. Once the student has stopped, the next student begins riding. Use this opportunity to work specifically with those students who are still having difficulty.

#### Modifications

Less confident riders can have smaller groups and with shorter rides, to ensure that they are getting the

#### Activity Setup



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practice and support they require.

#### Progressions

- Include the 'Traffic light' game within the straight-line riding, calling "red", "yellow" or "green" whilst students are riding.
- More confident students can have cones placed to allow these riders to weave around the cones, or cones placed that are 'lane barriers' that riders must keep within.
- If you have line markings in the lesson area, you may also challenge riders to stay between lines that are close together (simulating a bike path lane). This can be progressed to riding along the line, counting how many times your front wheel deviates off the line within a specific zone.
- You may also wish to add the 'Hit the spot' game to the straight-line riding.

#### Teaching Points

This is simply an extension of the two and three pedal glides.

There will be many students who will be very comfortable, so this opportunity should be taken to work with those who struggle more.

- You may wish to separate the groups by ability to do so.

#### Key Questions

What tips do you have for others to make riding easier?

### Optional. Tightrope riding.

Approx. 5 minutes

#### Resource Requirements

Start cone, existing ground line/removeable tape, bikes, helmets.

Alternatively, a "lane" can be drawn on the ground with chalk which riders must keep their front tyre within.

#### Activities & Differentiation

The aim of this activity is to control the bike such that you can ride on the marking for the longest distance.

- Set up the line on the ground for at least 15 metres. The line should be approximately 5 cm wide.
- Set up a cone approximately 2m from the start. This will be the 'finishing cone'.
- Students will ride along the line, making sure that the front wheel remains on the line. If the wheel exits the line before the finishing cone, the rider will be out.
- Extend the cone back after each successful ride. The last rider still in is the winner.

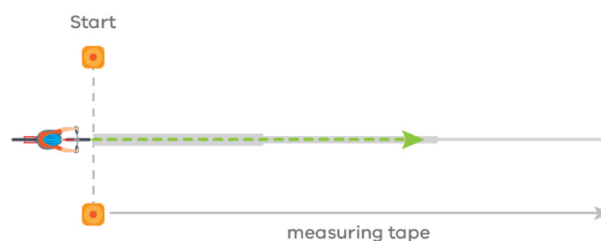
#### Modifications

- Have multiple options set up with different line or lane widths (eg 30cm, 15cm, and then narrower as you see fit) and allow students to self-select, or progress through the levels and compare their results on each.
- Taper the line, instead of stepping it, such that it is

#### Safety

- Use a non-slip ground marking
- Must stay a safe distance away from other riders
- Ensure that students do not ride through the course too quickly.

#### Activity Setup



#### Teaching Points

- Balancing: Keep pedaling to maintain balance
- Staying straight: Lean forward in riding position and make small adjustments with the handlebars.

#### Key Questions:

- What did the riders that did this well do differently to those who struggled?
- When would you need to ensure you were riding in





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wider at the start and narrower at the end. This way the line gets progressively narrower, with the end being only 1cm but the start being up to 50cm.

- Students who are not yet able to balance and pedal can still participate in this activity using a balance bike (refer to additional resources).

#### Progressions

- Can be ridden one handed by confident riders.

a very straight line when riding your bike out in the community?

### Optional. Traffic lights.

Approx. 5 minutes

#### Resource Requirements

Bicycles (at least one per two students), helmets (one per student) and cones.

#### Safety

- Students must maintain at least two bike lengths distance to other bike riders.

#### Activities & Differentiation

Use the same lanes from the previous activity. Students can walk, glide or ride before returning back to the beginning around the outside.

Teacher can either call 'red', 'yellow' or 'orange'.

- 'Red' means that all riders must stop riding. All students call out "stopping!"
- 'Yellow' means that all riders must ride very slowly. All students call out "slowing!"
- 'Green' means that all riders must start riding at normal speed again. All students call out "riding!"

As students progress with this task, encourage them to reset the starting pedal as quickly as possible after stopping, so they are ready to start again.

#### Modifications

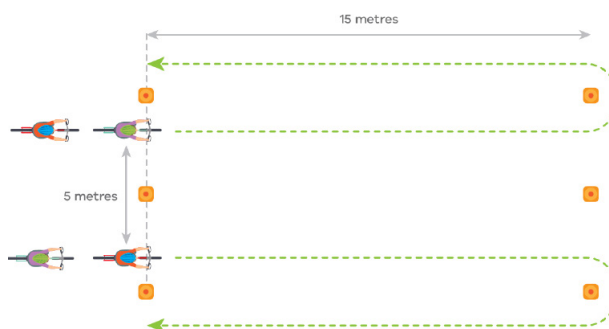
Ensure that there are lanes for different skill levels. Some will be slow lanes and others will be fast gliding lanes or riding lanes. This ensures that all students are included in the activity and have an opportunity to participate and develop their balance and stopping skills.

#### Progressions

Other instructions can be called whilst the riders have stopped, for example 'tap your helmet' or 'clap five times'.

Call out other colours (other than red, yellow, green) as decoys, so that students have to focus and think about what they are doing.

#### Activity Setup



#### Teaching Points

Ensure students are NOT swapping from side to side to use both feet to turn the pedal into position, it should all be done with the same dominant foot.

Students without foot-brakes should practice resetting their starting pedal to "power position" before 'Green' is called.

It's important that the stopping happens smoothly to prevent collisions. Make sure the riding speed is not too high.

#### Key Questions

With a safe attitude, how close should you be to the rider in front?

- At least two bike lengths, but even more if you don't feel safe.



**Reflection & closure.**

Approx. 2 minutes

**Activities & Differentiation**

- How do we start using the 'power pedal'?
- Where does the 'power pedal' go?
- How do we apply the brakes correctly? What happens if we don't?

Thumbs up/down/sideways: Are you confident to ride in a straight line and stop safely?

**Key Questions**

How did you find it easiest to keep the bike going in a straight line?

What tips do you have for other students to help them start as easily as possible?

